

**USE OF EVALUATION METHODS IN  
MULTI-CULTURAL COMMUNITIES IN ACTION:**

**SCHOOL SUCCESS AND HUMAN NEEDS PROGRAMS AND  
THE 1995-96 GOALS AND OBJECTIVES**

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## **EXECUTIVE SUMMARY**

Multi-cultural Communities in Action (MCA) is a consortium of thirteen different partner agencies providing a variety of community services. The thirteen partner agencies work in collaboration on the West Side of St. Paul to achieve outcome-oriented goals in the community. Thirty AmeriCorps/ YouthWorks members facilitate the individual partner goals as well as further those of MCA. Members are able to gain valuable work and learning experiences through the course of their year appointment. The effort to ensure the value of member experience is incorporated into the collaboration's objectives. The goals MCA has set forward for the program year are described in the 1995-1996 objectives with specific impacts related to community service, community building, and AmeriCorps/ YouthWorks member development.

The original purpose of my work with MCA and Neighborhood House was to promote and facilitate the partners' use of evaluation tools. When tools were not in use, I was to assist in the location or creation of appropriate mechanisms for measurement of the organization's activities, designing surveys for determination of school success and implementing focus groups. The level of the partners' use of evaluation methods had not been defined. We were expecting to have pre-tests predominantly implemented by mid-November of 1995. However, things were a bit trickier than expected. Each of the partners were at different levels of implementation. Some had national evaluation objectives, while others were at beginning stages of program implementation. Occasionally program goals were not clearly identified or related to the objectives of MCA.

Some obstacles to implementation of evaluation methods were time, the ability to reach and communication with the partner agencies, and the way the objectives of the MCA for the 1995-96 program year were written. We consistently underestimated the time it would take to perform evaluation. Everyone, members and partners, are busy and evaluation tends to be a low priority. Trapped in the business of day to day service provision, evaluation's importance is difficult to value. MCA would be wise to incorporate a timeline for evaluation responsibilities of the partner organizations in the future.

While interest has been sparked in the MCA community of organizations, there are still some partner agencies untouched by the awareness of the importance of evaluation methods. Awareness of the importance of evaluation methods has increased throughout the organizations of Multi-Cultural Communities in Action. Attention to focus groups has increased the interest and knowledge of the members. With most of the initial work done and a better understanding of what partner agencies are doing in terms of activities and evaluation, it should be easier to promote evaluation in future years.

However, partner motivation is an essential aspect to the implementation of evaluation methods. It is imperative that all partners attend monthly meetings or that some other method of continuous communication is defined.

Clearer definition of the goals and objectives of MCA may improve the pertinence of evaluation methods to the goals and objectives of the partner agencies as well. The objectives for the 1995-96 program year were created in a fashion that made it inherently difficult to incorporate the activities of partner agencies. Objectives for 1996-7 have already been defined with an effort at incorporating the goals and objectives of partner programs.

This report examines the areas of adult human needs and children's school success, as addressed by the objectives, and the measurement tools used to evaluate performance in relation to the objectives. Not all of the organizations that function as a part of the MCA collaboration address these two objectives. There are many more activities undertaken within the individual partner sites that make up MCA, addressing many of the West Side community's needs and interests.

## INTRODUCTION

The AmeriCorps/YouthWorks national service program encourages member responsibility and development and sustainable community development through the building of community. Members on the West Side of St. Paul are involved with assisting adults in English as a Second Language and GED programs, mentoring and tutoring programs, community organizing activities, creating a family resource center, and assisting battered women in their efforts to locate the services they need to improve the quality of their lives. Members work through the existing structure of the partner agencies of MCA, many of which have had a long-standing influence in the community.

In order to measure the effects of this collaborative effort in the community, specific objectives were designed around impacts MCA expected to have on community and AmeriCorps/YouthWorks members. These areas were defined as "Annual Community Service Objectives", "Community Building Objectives", and "Member Development Objectives." The community service objectives look at school readiness for pre-schoolers, resiliency of youth to violent behaviors, ability of adults to function biculturally, educational achievement of children of color, and creation of green spaces with improved appearance slated for residences in the area. Community building objectives are defined around issues of creating partnerships with public and private institutions, citizen participation efforts, and addressing community needs. Member development objectives are designed to insure job procurement and employability skills, further education, and service learning and reflection skills.

The school success objectives of MCA are being measured at the sites by one or more of these tools: a Parent Perception Survey developed at Neighborhood House (the lead site of the MCA collaboration), a Parental Survey designed by YW/A, a Resiliency measure (YW/A) or grades and attendance records where available. There are six organizations involved with improving educational achievements of children of color through a variety of approaches such as mentoring, tutoring, working with parents, and encouraging the use of bicultural curriculum in schools. The Guadalupe Area Project, Torre de San Miguel, the Hispanic Pre-College Project, Minnesota Hispanic Education Program, Big Brothers & Sisters, and De Colores address the improvement of educational success of children of color through programs that incorporate the skills of their AmeriCorps/YouthWorks members.

While there are many other organizations and objectives for MCA, the human needs objectives were measured with groups at each of the four partner organizations though the use of focus groups conducted by the AmeriCorps/Youth Works members. Focus groups will be conducted with Hmoob Koom Siab (Hmong Unity), Mujeres Hispanas Activas (Active Hispanic Women), Todos Los Santos, and the West Side Citizen's Organization. AmeriCorps/Youth Works members have worked with each of these programs, assisting them with attainment of their goals for the program year. They serve a variety of functions, from supervising a tutor team and coordinating a mentorship program to community organizing.

Evaluation is becoming more and more important to these programs individually as well as collaboratively through the network of MCA. Built into the AmeriCorps/YouthWorks program are

outcome-based objectives. There is growing interest in how the numbers served are affected by programs. An estimation of the total impact on the community measured by these outcomes will precede a discussion of each partner agency and their role in achieving the objectives for the 1995-6 program year.

## SCHOOL SUCCESS

*75% of 260 children of color will improve educational achievement through tutoring, mentoring, bicultural curriculum and parental involvement as evidenced by satisfactory or above grade level reports.*

### IMPACT ON WEST SIDE

There are six partner agencies in Multi-Cultural Communities in Action working to increase the educational success of children of color in the community. This goal is attained through mentoring, tutoring, parent involvement, and promotion of bicultural education. Each program and partner serves the collaboration's goals in different ways with different populations, the sum total of their effect is magnified by this diversity of approach. These six partner agencies work with a sum of 440 youth.

Each program is not necessarily specifically oriented to serving only one aspect of the actions prescribed by the 1995-96 program year objectives. For instance, each may work towards attaining some level of incorporation of bi-cultural curriculum. However, the majority of their efforts rest in a different action that promotes increased opportunity for educational success of the children of color in the community. In an effort to provide ease for the reader, the six partner agencies working towards this objective have been grouped by the major activity with which they promote this achievement of this goal.

Four programs emphasize tutoring to some degree as a method for attaining this outcome. The Guadalupe Area Project (GAP) is an alternative education center working towards this goal through academic programming as well as student support and advocacy. At GAP, AmeriCorps/YouthWorks members do small group instruction, tutoring, and provide student support. GAP serves approximately 125 high school students.

Torre de San Miguel, a federally subsidized low income housing unit, works toward increasing the educational success of children of color by providing a homework center on site, creating an opportunity for the resident students to work on homework with the attention of tutors. Members have worked to promote the use of the center. They serve as tutors while supervising the other tutors. Torre works with approximately 15 students regularly in this first year of the Homework Center program.

The Hispanic Pre-College Project (HPCP), sponsored at the University of St. Thomas in St. Paul, directs its efforts towards this goal with after school and summer enrichment programs. Here, one member works primarily with the program's teaching assistants and facilitates the parent involvement component. HPCP also has monthly parent workshops. For this aspect of the project's efforts, another member works with the parent program, providing training and assistance. HPCP serves approximately 80 children of color.

The Minnesota Hispanic Education Program encourages students to go on to college and achieve success in college through its tutoring and mentoring efforts, relying on adults in the community to serve as mentors and tutors. At this site the AmeriCorps/YouthWorks member has worked at coordinating the

program and matching the mentors and tutors with students. Minnesota HEP serves approximately 30 students.

Along with the Minnesota Hispanic Education Program, Big Brothers & Sisters uses mentoring to achieve its goal of improving the opportunity of educational success for students of color. This program relies on high school students to serve as mentors for their elementary students. The member at this site has worked to develop this program this year. Once gaining access to the schools and recruiting mentors, the member has worked at creating the matches between mentor and elementary students, coordinating events and leading group activities. Big Brothers & Sisters works with approximately 20 high school students, matching them with 20 elementary students.

De Colores works towards the goal of increasing educational success of children of color from a different angle. This program assists the teachers at St. Matthew's in providing bi-lingual and multi-cultural curriculum. AmeriCorps/YouthWorks members assist in instruction in the classrooms as well as researching and gathering materials in order to serve as a resource for teachers. There are approximately 150 students at St. Matthew's, serving the elementary grades.

### MEASUREMENT

There are four indicators of school success, as determined by research conducted by the Americorps/Youth Works Minnesota state office. These four indicators are grades, attendance, resiliency, and parent involvement. Some of the partner agencies are using measurement tools furnished by their national offices. Others have chosen to use some tools made available by the Americorps/Youth Works state coordinators and Neighborhood House/MCA. These tools are a Parent Perception Survey (Neighborhood House/MCA), a Parental Survey (YW/A), and a Resiliency Survey (YW/A). Some other member agencies chose to develop their own methods of measurement as well.

The Parent Perception Survey is designed to measure parent's perceptions of their student's improvement in school, both academic and behavioral. It is also attempting to provide some measure of the parent's perceptions of the accessibility of the school. The Resiliency Survey is designed to obtain a measurement of the child's attitudinal and behavioral characteristics which help individuals cope with the world they live in. The Parental Survey measures parent's beliefs about how their children appear to be doing in the different subjects.

### TUTORING AND MENTORING PROGRAMS

#### *THE GUADALUPE AREA PROJECT*

The Guadalupe Area Project (GAP) is an alternative education center that is committed to educating disadvantaged and alienated youth and adults of the twin cities area. The program always strives to improve the lives of individuals with whom they come in contact, providing a compassionate atmosphere which is respectful of individual and cultural differences.

The goals of the program are to facilitate student progress towards graduation, to increase basic academic skills, and to enhance problem solving/decision making abilities. GAP works toward this agency goal through academic programming, emphasizing acquisition of basic academic skills, focusing on core



subjects, and opportunities to pursue interest areas. They provide extensive student support services including outreach, advocacy, and counseling to their approximately 125 high school students.

GAP has a set of objectives and it expects that:

- quarterly 50% of students will maintain 80% attendance
- quarterly 60% of students will earn a minimum of 4 credits
- quarterly 75% of students will improve math ability

The AmeriCorps/YouthWorks member contributes to these goals through tutoring, small group instruction, student support, as well as other projects and activities.

### *TORRE DE SAN MIGUEL*

Torre is a federally subsidized low income housing unit. The design of the overall program is to increase resident's ability to become independent of federal programs through empowerment. Torre works to help residents connect with services that support their success. Some of these activities include teaching residents about homeowners rights and focus on providing them educational and employment opportunities as well. The goals of the portion of the Torre program related to the MCA 1995-6 program year objectives of increasing success of children of color are achieved through a Homework Center.

This program year is the Homework Center's first year. It seeks to provide a quiet environment conducive to learning in the presence of adults who serve as tutors and resources. The center is currently open three times per week (the first three weeks it was opened for one day per week). These efforts are aimed at increasing school and academic success for the over 100 estimated students who are residents. These students span the kindergarten through twelfth grade.

The goals of the Homework Center program are to:

- provide a quiet study space for school-age children to do homework
- improve a child's school performance
- determine if school attendance has improved over the term of the Homework Center
- to measure resiliency or how well the child copes with the world in which he/she lives

They would like to assess the numbers of children they serve through the collection and comparison of the child's report card before and after the Homework Center involvement. Torre will also look at changes in the Resiliency Survey responses. There are at least 96 children who have attended the homework center at least once since its inception to date. However, Torre will examine the performance of the fifteen children who have attended the Homework Center 'regularly', at least once a week during the course of the center's operation for the first year.

Report card collection will occur for the 1995 school year and the 1996 school year. This data will be made available at the end of the 1996 school year. The Resiliency Survey will be given to the 15 children as parent consent forms are returned, to be completed by the end of May 1996. All reporting is scheduled to be completed and available by July 31, 1996.

The AmeriCorps/YouthWorks members supervise the tutors and provide tutoring services themselves. They have and continue to work at promoting and marketing use of the center. They will also be

involved in the data collection and administration of the Resiliency Survey during the course of the evaluation.

#### *UNIVERSITY OF ST. THOMAS - HISPANIC PRE-COLLEGE PROJECT*

The Hispanic Pre-College Project is an afterschool program geared towards Hispanic elementary school children. It was developed in order to improve the educational achievement of Hispanic students and to increase parent and teacher effectiveness. This afterschool program measures academic improvement and enrichment primarily in the areas of math and science. These programs are designed to help students get a good start in school and build an academic and personal foundation for school success.

HPCP is also interested in improving the self-esteem, participation in class, and ability to work in groups aspects of student behavior. The after school and summer enrichment programs provide homework assistance, increase career consciousness, and encourage the student's to view college as option. HPCP also has a parent program aimed at encouraging parent involvement in their child's success.

HPCP measures academic improvement with extensive instruments provided by their national office (National Council of La Raza). These evaluation tools involve parental input, teacher input, and student evaluation to determine if the student is approximately at grade level or below/above. The same instrument is administered at beginning of year ("entrance") and end ("exit").

The evaluation tools are:

- parent entrance and exit questionnaire
- teacher entrance and exit questionnaire
- student entrance and exit questionnaire.

These instruments ask questions of parents and teachers about the program's value, reputation in community, and change in the child's behavior. The questions aim at providing information about both changes in the child's behavior and the parent's due to involvement with HPCP. Student's opinions are also incorporated as the student is asked to report on self-esteem and empowerment oriented questions as well as satisfaction level with the program. There are 80 children served by this program.

National office administers instruments of evaluation and conducts site visits, interviewing principal and teacher in school and parents. The AmeriCorps/YouthWorks members engage in working with the program's teaching assistants and the bi-monthly workshops for parents that provide both training and assistance.

#### *MINNESOTA HISPANIC EDUCATION PROGRAM*

The Minnesota Hispanic Education Program is primarily a tutoring and mentoring program for high school students with college students and business professionals. Its goal is to encourage Latino students to stay in high school in order to improve their opportunity to go to college. They also incorporate parent involvement through the Parent Involvement Program activities that include preparation for college scholarship and financial aid programs.

The goal of the activities that the AmeriCorps/YouthWorks member is involved with is to encourage students to go on to college and achieve success in college. This is done through tutoring with college students and mentoring with professional business people.

Youth are identified by school counselors. The member meets with the youth, obtains grade reports, and matches student to tutor and mentor, sometimes the same person from the community. There is a quarterly check up at which time the member gathers information from the tutors, mentors, and school counselors about the student's progress.

Being the program's second year, Minnesota HEP may want to look at grade improvement in high school and once in college, monitoring throughout year. They may also want to talk with counselors to see what teachers are saying about the program. The member contributes to the program's goals through coordination and matching the mentors and tutors to students once recruited. There are approximately 26 tutors and mentors. Measurement is primarily focused on changes in school grades and conversations with counselors at schools.

### *BIG BROTHERS & SISTERS*

Big Brothers & Sisters goal is to enhance the self-esteem of at risk children, to "mentor children at risk to help them realize their full potential." This goal is accomplished through a mentoring program. The program matches at risk elementary students with high school students. The specific goals of this program are to "provide opportunities for high school youth to exercise leadership skills and a commitment to youth and the improvement of their community." The program expects to "build self-esteem in children at risk by providing role models who join them in community service, tutoring, experiential learning, and improve their school and social climate."

There are 40 youth served by this program. Twenty high school students are matched with twenty elementary school students. The YW/A Resiliency Survey will be administered in a pre and post-test fashion to all program participants in conjunction with national program evaluation forms. These forms consist of forms that will be completed and available after May 31, 1996. Forms are to be completed by all program participants, both mentors and mentees, participant's parents and mentee's teachers. The high school students are also maintaining journals.

Program evaluation forms will be filled out by:

- the elementary student
- the elementary student's parent/guardian
- the elementary student's teacher/administrator
- the high school student.

The AmeriCorps/YouthWorks member is involved with recruiting the participants. Interviews are conducted after reading applications and verifying references of mentors. The member matches elementary students with mentors and will lead group activities.

## BICULTURAL CURRICULUM PROGRAM

### *DE COLORES*

The de Colores program is dedicated to working on barriers created by racism, supporting diversity in schools, and working on advocacy programs within different partnerships to address barriers of racism and what it does to child's learning process. The goal of the program associated specifically with increasing the opportunity for educational success of children of color assists teachers in providing bi-lingual, multi-cultural curriculum that should improve all students performance and self esteem in classroom.

The activity that works towards this goal provides teachers with materials to use in incorporation of bi-lingual work in classrooms. De Colores also tries to incorporate and utilize parent involvement. The program is expected to provide some level of academic improvement of all students in the classroom as they are exposed to bi-lingual curriculum. The member works with teachers, helps on lessons and units in classroom, researches materials to incorporate biculturalism, and teaches basic Spanish words to classes when invited. The parent involvement component is expected to increase advocacy, empowering parents of Latino children and encouraging their investment in their child's education.

The outcomes of this program will be measured by the Parent Perception Survey. It will be administered to all parents of the students attending St. Matthew's. It is expected to be administered to approximately 150 parents.

## HUMAN NEEDS

*50% of 210 adults will demonstrate increased ability to function biculturally and improved education and employment success through support group and instructional activities as evidenced by client reports of job procurement, increased earning power, enrollment in advanced training and/or community participation.*

### IMPACT ON THE WEST SIDE

One of the most important goals of the Multicultural Communities in Action collaboration is to serve the community. Each partner agency serves the community in some fashion. There are four agencies, however, whose ability to attain one of the functions as described by the 1995-96 program year objectives will be measured through the use of focus groups. Combined, these four agencies have an immediate impact on the lives of approximately 245-255 persons in the areas identified, 160-170 adults and approximately 85 children.

Each of the activities examined may not be the organization's primary focus in the community. These activities do relate, however, most appropriately to the adult human needs objective as outlined by MCA. Two of the activities of these organizations emphasize improving the bicultural skills and improved education and employment success of their members. Todos Los Santos achieves this through a mentoring program. The parents of the children served by AmeriCorps/YouthWorks mentors meet regularly to discuss the changes in their children and other issues that affect their lives on the West Side of St. Paul. The West Side Citizen's Organization's main efforts are focused towards increasing the community participation in the area. It's education committee serves as an excellent microcosm of these efforts.

The other two agencies identified as serving this objective focus primarily on increasing the ability of their members to function biculturally by increasing their ability to participate in the community. In both cases, Mujeres Hispanas Activas and Hmoob Koom Siab, efforts are made to increase the knowledge of the members about community, and state and local services available to them. Each of these agencies has a primary focus beyond this objective. Mujeres Hispanas Acitivas serves approximately 110 adults while Hmoob Koom Siab serves approximately 74 persons, including 19 persons under the age of nineteen.

There are many organizations in the collaboration working towards the attainment of this goal in a variety of functions. Many groups listed below will serve different aspects of this objective. For ease, they have been grouped by the most prominent function they serve towards this goal.

### MEASUREMENT

Focus groups will be conducted by teams of two members at each site. Members participated in a focus group and training in the basic skills needed to conduct focus groups. Questions asked at each site are included in the appendices.

## *TODOS LOS SANTOS*

At Todos Los Santos, there is a group of parents of some of the children who are mentored by the AmeriCorps/YouthWorks members at the site. The work that they do there and the gathering of these parents relates to the community participation objectives. Todos Los Santos' mission focuses on how to give hope and possibilities, encouraging its members to see options that make it easier for them to cope with their immigrant status and living in the inner city. Many of their members have moved recently to the Twin Cities, leaving strong family networks in other countries.

Todos Los Santos' efforts with youth are aimed specifically at trying to establish a common ground within a diverse setting of cultures. Todos focuses primarily on adolescent youth, teaching them life skills twice a week through planned group activities and mentoring. The youth and their mentors work together at on site service projects, fundraisers, and clean up projects in the community. Most importantly, Todos works to re-establish the sense of a group. Members serve as mentors. There are 10-20 youth in the core group working at building visibility in the community. A larger effort is aimed at getting the parents of the youth involved in the program activities as well.

The focus group at Todos Los Santos will examine the organizations efforts around improving the members of the groups ability to function biculturally.

## *WEST SIDE CITIZEN'S ORGANIZATION*

The West Side Citizens Organization is a neighborhood-based organization whose goal is to empower residents to participate in and advocate for solutions to West Side community issues. There are approximately 15,000 residents on the West Side. The WSCO Education Committee was developed to enhance the quality of education and accessibility of educational opportunities for all West Side residents. They hope to coordinate community efforts in order to assure community input with regard to the St. Paul School District's public education policies.

Overall, the Education Committee seeks to improve accessibility and interest of community education. The committee has been primarily concerned recently with evaluating ways to restructure services of community education to better serve their multi-cultural community. This goal relates the Education Committee to the MCA community participation objectives and enrollment in advanced training/bicultural functioning of members. The education committee has 10 members who meet on a monthly basis. This education committee also serves as a Community Education Advisory Council.

There are several other education focuses of WSCO, all receiving service. There is a Humboldt parent Community Advisory Council working with the school's administration's efforts to change the junior high into a middle school. This council has approximately 40 members. There is a Pangea PTO, Parent Advisory, and Advisory. The PTO has 160 members while the advisory organizations total 27. The AmeriCorps/YouthWorks member at this site serves as a community organizer as well as a parent involved in the education focus.

The focus group that will be conducted at WSCO will seek to evaluate the education committees role in improving education and employment as well as the ability to function biculturally through community participation.

### *HMOOB KOOM SLAB (HMONG UNITY)*

Members of this group gather from 4-7 p.m. every other week. The goal of the group is to support themselves within the group, working towards community education within the support group, towards functioning biculturally of its members, and improve their education opportunities, eventually increasing their earning potential/enrollment in advanced classes/increasing their community participation. The AmeriCorps/YouthWorks member at this site developed the group and continues to work with the members at all their meetings.

There are 74 participants in Hmong Unity, including 19 children.

### *MUJERES HISPANAS ACTIVAS (ACTIVE HISPANIC WOMEN)*

Mujeres Hispanas Activas is a grass roots organization of Hispanic women of the West Side of St. Paul. This group of women speak Spanish as a primary language. The members of the group's goals are to prepare Spanish speaking women to effectively deal with cultural conflicts within their families and life, increase their knowledge about ability to access community resources, and expand their access to culturally appropriate support systems. The group will work with a whole range of issues including: limited English skills, undereducation, poverty, cultural adjustments, elimination of cultural conflicts and physical isolation. These goals relate to the MCA community participation objectives and improving bicultural functioning of members. The AmeriCorps/YouthWorks member at this site works actively with the group.

Active Hispanic Women serves approximately 110 participants, including 66 children. The focus group at this site will measure the community participation of its members through their improving ability to function biculturally as well as their improving educational and employment attainment.

## **CONCLUSION and RECOMMENDATIONS**

Over the course of six months, knowledge has been gained about evaluation in the Multi-Cultural Communities in Action partner organizations. I have learned about each of the partner organizations and how their activities relate to the goals and objectives of MCA. I have also learned about each of their efforts in evaluation. Although the completion of all of the original goals of the position have not been accomplished, awareness of the importance of evaluation methods has increased.

After speaking with the partner organizations whose primary activities were to increase school success or to encourage the satisfaction of human needs, I worked at defining the outcome goals of partner organizations' activities to the objectives of MCA. Through this process, the need for different objectives became clear. Due to the organization's commitment to evaluation, members teams have been encouraged to conduct focus group sessions. Through work done at member training sessions, many members see the importance of being able to document their affects on the communities in which they work. These activities also encouraged partners to view evaluation's importance in being able to determine their affects and achievement of program goals. I also created an evaluation tool for one of the partner organizations.

Given the experiences of this past year, to decrease the effect of the obstacles of the use of evaluation methods:

- Evaluation agenda be incorporated into expectations of member agencies.
- A liaison be established to answer questions about evaluation or make suggestions for the use of evaluation methods. The staff exists at the state level; providing ease of access to partner agencies should be a priority.
- Partner organizations *must* attend partner meetings.

There were many good things that came out of this past year in terms of evaluation. The activities that were done in partner meetings and member trainings should be repeated. The focus groups with members were a good method of encouraging understanding and awareness of evaluation. The partner/member meeting in which interaction was encouraged in identifying activities of the partner organizations to goals of MCA and measurement tools. These activities may be best to incorporate in member training and partner meetings early on in the course of the year.



### SCHOOL SUCCESS ACTIVITIES BY PARTNER ORGANIZATION

WHO	WHAT AGENCY OBJECTIVE IS:	WHAT PROGRAM OBJECTIVE IS:	ACTIVITY	HOW MEASURED NOW	HOW MEMBER CONTRIBUTES
TORRE	empower residents, increase their ability to become home owners	increase school, academic success of k-12 residents	homework center, adults as tutors/resources	collecting and comparing a child's report card before and after, RESILIENCY SURVEY	supervising tutor team, tutoring, promoting center
BIG BROTHERS/ SISTERS	enhance self-esteem of at risk children	enhance self-esteem of 4th & 5th graders (predominantly African American	mentoring with highschool students	national system of measurement in place- directed around student, parent, and teacher questionnaire	recruiting highschool students, interview/ match to mentees, lead group activities
HPCP	improve educational achievement of Hispanic children	enable good start in school & build academic & personal foundation for school success (1-5th, 6-8th)	after school & summer enrichment program, homework help, increase career consciousness & college as option	nationally prepared parent entrance/exit ?, teacher entrance/exit ?, student exit questionnaire	works with program's teaching assistants/provides childcare for parent programs
HPCP	improve educational achievement of Hispanic children	increase parent participation, teaching effective parenting skills, training & assistance	bi-monthly workshops providing training & assistance	interview and questionnaire	works with parent program
DE COLORES	work in partnerships to address barriers of racism & their impact on children's learning process	provides resources to facilitate bi-cultural curriculum/empower parents of Latino children, encouraging their investment in child's education	providing resources to teachers to encourage bicultural curriculum teaching	PARENT PERCEPTION SURVEY	assists teachers in preparing units, research materials to incorporate bi-cultural curriculum, teaching basic Spanish in classroom

(CONTINUED)

<b>WHO</b>	<b>WHAT AGENCY OBJECTIVE IS:</b>	<b>WHAT PROGRAM OBJECTIVE IS:</b>	<b>ACTIVITY</b>	<b>HOW MEASURED NOW</b>	<b>HOW MEMBER CONTRIBUTES</b>
MHEP	encourage Latino students to finish high school and improve their opportunities of attending college	encourage Latino students to finish high school and improve their opportunities of attending college	mentoring high school student w/business professionals/providing tutoring services (sometimes same person)	(2nd year)/through grades improvement, talking w/counselors-to hear teacher's ideas of any improvements made	coordinator, matching students with mentors and tutors
MHEP	encourage Latino students to finish high school and improve their opportunities of attending college	encourage parent participation in student's H.S. education, and perhaps, college	parent involvement initiative, monthly preparation activities, (financial aid forms, etc.) SCHOLARSHIP PROGRAM	<b>NOT</b> /students are just entering college-would like to measure their success	assisting parent involvement
GAP	alternative education center committed to educating disadvantaged & alienated youth & adults, respectful of cultural differences	Progress students towards graduation, increase basic academic skills, enhance problem solving & decision making ability	academic programming emphasizing acquisition of basic academic skills, core subjects to pursue interest in career & supportive services: outreach, advocacy, counseling	attendance records, credits per quarter, improving math ability	tutoring, small group instruction, student support, projects and activities